



A ROAD TO SPECIALISED TRANSLATION: HOW TO MANAGE A GENERAL TRANSLATION COURSE (SPANISH > ENGLISH)

Un camino hacia la traducción especializada: Cómo gestionar un curso de traducción

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KEYWORDS

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ABSTRACT

The translation process constitutes an essential part in every translator's professional training. Translation students should be familiarised with several textual genres of different difficulties. The aim of this study is to show the importance of including semi-specialised texts in general translation subjects. To do so, a selection of semi-specialised texts was included together with more general topics. Thanks to this, translation students can learn how to deal with general and semi-specialised documents by giving their critical views in a cooperative environment. They additionally improved in the correct use of translation techniques in both types of text.

PALABRAS CLAVE

*Herramientas de traducción
Traducción Científica
Traducción Técnica
Traducción Jurídica
Traducción General*

RESUMEN

El proceso de traducción constituye una parte esencial en la formación profesional de todo traductor. Los alumnos de traducción deben familiarizarse con diversos géneros textuales de diferentes dificultades. El objetivo del presente estudio es el mostrar la importancia de incluir textos semiespecializados en asignaturas de traducción general. Con este fin, se ha incluido una selección de textos semiespecializados junto con otros de temática más general. Gracias a ello, los estudiantes de traducción pueden aprender cómo tratar a los documentos tanto generales como semiespecializados aportando sus opiniones críticas en un contexto de cooperación. Adicionalmente mejoran en el uso correcto de las técnicas de traducción en ambos tipos de texto.

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1. Introduction

The process of every translation involves a good deal of characteristics that should be considered in all the translators' training. First, translators should have a theoretical framework that can help them identify certain linguistic components in the source text (ST) they are translating. In addition to this, students should have a more specific knowledge of certain translation techniques used in the translation process. These translation tools, which will be included in the next section, are essential when translating every document, so a good command of them is necessary for professional translators.

Translation and Interpreting studies include general and specialised subjects in their classrooms. In the case of the Universidad Autónoma de Madrid (Spain) this degree has general subjects (General Translation B2 or C2) and specialised subjects (Scientific-Technical Translation, Legal Translation), to mention some of them. Thanks to these translation choices, learners can have a wide compilation of different subjects with general and specialised texts to translate them, at least, from and into English.

However, one of the most challenging stages in Translation and Interpreting studies is the transition from these general to more specialised texts. Owing to this reason, translators should bear in mind some translations phases that they need to complete in their translation training in order to have a much wider perspective of general and specialised textual genres. In addition, the use of different types of texts can make translation learners improve within their academic field.

However, this academic movement should be guided according to certain principles. First of all, translation teachers should consider the general translation texts as an academic bridge that leads students to more specialised documents. Secondly, this transition from a general corpus of STs to a more specialised selection of texts should be gentle and gradual.

This is a starting point in this study, based on the next ideas: how to identify the main issues in general and semi-specialised texts, how to solve those problems, and how to coordinate a final target text (TT) with other classmates. Finally, this research will make students aware of the importance of an ongoing translation process of learning, moving from a general to a more semi-specialised document, previous step to more specialised documents.

2. Objectives

Therefore, the main objectives of this study are to provide the basic grounds for every translator, establish an increasing complexity in the texts and teach translation students several translation tools that may be applied to general and specialised texts. As a matter of fact, this study is focused on the transition process from general to a more specialised translation. As a consequence, it has been designed to be a bridge between these two translation options that every translator should manage.

This translation process aims at preparing Translation and Interpreting students for general and subspecialised documents that would help them face those complex texts. Translation teachers should be aware of these complexities in their source texts in order to manage those documents efficiently. Thanks to this academic training, students can learn about the increasing level of documents and how to deal with them.

Translating documents into the target language has been an essential discipline for centuries. Due to this translation process, the target audience may have a much more accurate vision of the source document in order to understand both the authors and their target societies.

Therefore, translation and its techniques have been an important discipline for many years. There have existed many researchers: Nida, 1964; Borja, 1996a, 1996b; Delgado, 1998; Arroniz, 1999; Hurtado Albir, 1994; Vinay and Darbelnet, 1958/2000; Bravo, 2002; Newmark, 1986, 1988; Munday, 2001; Adam, 2005; Vázquez y del Árbol, 2006; Gambier and Van Doorslaer, 2010; and, more recently, Cornelius, 2011; Hurtado Albir, 2011; Gambier and van Doorslaer, 2012; Baffy and Marsters, 2015; Waliński, 2015, Vázquez y del Árbol, 2016; or Godoy, 2020, 2021, among many others.

However, translation teachers should consider their students' heterogenous levels in class. Undoubtedly, there exists a wide distinction of the language, depending on their previous training in the source language (SL). On top of that, translation teachers should emphasise the importance of both working languages (SL and the target language, TL) in order to establish the best rhythm during the translation process.

The principal research methods used in this study are a compilation of general and semi-specialised texts, together with certain translation tools applied in the classroom. By means of these two main points, this research identifies irregularities and lack of confidence among translation students in order to manage these main problems.

This study comprises three main objectives: the identification of the problems, teaching semi-specialised texts that will help translation students to find more complex texts to translate, and the importance of learning how to solve translation issues in a cooperative way. The research's main focus of this study is to lead students on a translation process road to more complex and specialised documents, essential in every translator's professional career.

The translation from Spanish into English constitutes an important part within the discipline. Translation experts need to have a rigorous translation training at all levels. First, the translation process should have a distinct bidirectional nature in both working languages. Additionally, translation researchers, students, and linguist experts will translate documents from several general and specialised topics. Due to this demanding reason, students should have a gradual translation training from general topics to more complex and specialised textual genres.

To ensure a reliable translation, a sound methodology is needed. Translation experts who teach documents from different textual genres and complexities need to show these varieties of texts to be carried out during the course. Undoubtedly, this translation transition towards more specialised texts is essential in every translator's studies.

3. Methodology

The methodology was based on some translation phases in the teaching process: a starting text that helps student understand the essential tools in translation. In addition to this, every translation course should include individual and sight translations that may increase the independent process in the translators. Thanks to this variety in the course, future translators will have, firstly, a compilation of several texts that will be part of a transition towards a starting point to basic specialised translations.

The second part of the methodology lay in this specialised translation. Scientific and technical translations appeared at the beginning of the course, with the introduction of sight and individual translations. The methodology included a compilation of suggested official websites and glossaries that students may use them in their daily work.

Moreover, the methodology used in this research is based on the application of translation techniques, which could be applied to any source text. The translation techniques in this study were based on the work conducted by Molina y Hurtado (2002), who distinguished many translation techniques. The most important and frequent techniques were:

- Adaptation: cultural replacement of the source text with one in the target text.
- Amplification: introduction of additional details, essential in the target text. This may include some explicative information.
- Borrowing: an expression borrowed from another language.
- Calque: a literal translation of a word or a set of words.
- Compensation: an element or stylistic effect located in another part of the target text, due to the linguistic constraints of the target language.
- Compression: a linguistic synthesis from the source to the target text.
- Description: descriptive replacement of a source element in the target text.
- Equivalence: expression used in the target text with the same equivalence as the source text.
- Generalisation: use of a more general or neutral term in the target text.
- Modulation: change in the point of view, focus, perspective or category in the target language.
- Particularisation: use of a more particular and specific term in the target text.
- Transposition: change in grammatical category of the source to the target text.

The methodology was divided into two main groups: arts and scientific texts. These general topics may be taught in an increasing level of complexity from a lexical and syntactical perspective. The correct teaching of general translation subjects was built in the most recurrent general topics in every translation. General Translation has been part of a research field by many researchers. Godoy (2020), among others, established a methodology to teach and monitor general translation texts in the Translation and Interpreting degrees. This study was meant to be a theoretical framework for future translators. However, this was not enough to monitor a more complex corpus of texts, so an additional step was taken in order to oversee and control translators' ongoing process of learning.

This was a starting point to introduce new more specialised topics into general translation subjects: a road to become familiarised with specialised documents that will be part of their professional training in Spanish universities. Translation students may find their source texts a good introductory point to deal with and translate general topics from and into English.

However, students may face with the next problem: how can I translate semi-specialised documents? What types of translation tools should I need in order to translate those texts? Translation teachers had the opportunity to incorporate these texts in their translation pack, so that students may drive their initial academic road to translate semi-specialised text to set grounds on more complex documents.

Teaching General Translation may pose some difficulties as the level of complexity increases. This was the stage of the translation process when teachers may have the opportunity to incorporate semi-specialised texts in a translation pack. It was advisable to consider these three specialised translation columns and include these texts as part of a natural evolution of the translation.

The methodology used in the classroom includes the following textual genres: the Arts block, with a division of subgroups within this large section. On the other hand, the Science block, with a compilation of scientific texts that help students in their professional expertise. These two big parts will be further explained in the next sections.

3.1 Block A: Arts

Block A, which was entitled as Arts, may comprise between 8 and 10 STs (Source Texts) in the initial section of this subject. The gradual increase of the textual level included in the group:

The first excerpt incorporated many features that were part of semi-specialised terminology that teachers include in their courses. This section was from a newspaper article that explained the professional and personal life of the British actress Judi Dench. This article combined more simple vocabulary with a terminology related to medicine:

Desde hace unos años a Judi Dench (Reino Unido, 1934) le falla la vista. Tiene degeneración macular y la octogenaria dama del cine dice que cada vez ve peor. Escribe menos cartas, un arte que le encantaba practicar, afirma que no puede leer y que ve menos películas.

The Spanish ST included both specialized and general terminology. Translation experts and students could find the use of “degeneración macular”, together with more general terms, such as “octogenarian”, or a transition expression to a more specialized area of medicine, such as “fallar la vista”. This expression is more common, but at a transitional stage, than other terms in the text.

Therefore, this fragment could have the next proposed translation:

Judy Dench / Eighty-year-old Dame Judy Dench CH [Order of the Companions of Honour], DBE [Dame Commander of the Order of the British Empire] is losing deteriorate, fail, go/ her sight / her sight is deteriorating/ is worsening for some years now. [The eighty-year-old film Dame / Lady] she suffers from macular degeneration, her sight is deteriorating/ failing, and she says her sight is getting worse/ is worsening. She writes fewer letter, an art she loved to practice, she can't read / she states she barely reads and sees fewer films.

As the target text shows, translation teachers should provide with many options in the classroom, together with other translation collocations that help them enrich their language. Here we can observe a change in the syntax (recasting) that focuses the information on the target text. As a matter of fact, translators were aware of this tool, such as the use of fronting, clearly explained in the online Collins Dictionary (2022). This is one linguistic feature that is remarkable in the text, together with the use of other acronyms, essential in the English language.

Translators could use an amplification, thanks to which students could extend the explanation of the specific acronyms shown in the text. Some of these acronyms were hard to detect and a clear explanation of these acronyms was needed in order to convey a clear message to the target reader. In addition to this, many other options were included in the target text, thanks to which translation students became aware of the British cultural notions within the text. This was applied to an explanation of these acronyms in the class, a previous step to a semi-specialised context that could be further developed in other texts of this section.

The second fragment was part of a political letter that was translated in the General Translation (Spanish > English). This letter informed about the use of Spanish airports to move Taliban prisoners from Afghanistan to Guantanamo air base in Cuba in 2002:

Sin embargo, en caso de que por razones no previstas fuese necesario un aterrizaje de emergencia, el Gobierno de EEUU quisiera de disponer de autorización del Gobierno español para utilizar algún aeropuerto del país.

This excerpt from the letter includes some translation features that students should be able to observe in it. This methodological teaching experience suggested the inclusion of this text at the end of the block in order to apply the translation techniques, previously taught in class. This fragment may include the next translation tools:

- Calque: the translation could respect the syntactical order from the source text. The formal context in both languages did agree in their internal structures.
- Compression: “en caso de que por razones no previstas”: in the event of unforeseen reasons...”. Apart from the internal constrains of both languages, the compensation of the target text was frequent in most of the text, and this fragment includes this translation technique. This fragment could have the next target text version:

However, in case of an emergency landing due to an unavoidable reason, the US Government would like to request an authorization to the Spanish Government in order to use any airport in our country.

Another translation technique was the equivalence, thanks to the use of collocations (to request an authorization, unavoidable reason, among others), that are frequent in all the texts included in class.

Block A could be therefore divided into several documents. The last part of block A may contain one fragment of a literary work. The best choice in this case for translators was the use of a narrative text, rather than poetry, whose complexity is more appropriate for specialised subjects. In block A translation teachers may embrace other textual genres within this academic field. These texts could be legal documents in this section.

However, the translation of legal and court documents may constitute a challenging translation process in General Translation subjects. Students should use certain legal dictionaries, in addition to the legal websites that are useful in legal and court translations (Varó and Hughes, 2011). Owing to this fact, teachers should be aware of this, and a suitable level for the whole class. Legal letters or fragments of political speeches (if teachers observe a higher level in the classroom) were two of the right semi-specialised documents of this block A.

3.2 Block B: Science

The second section of the subject was entitled as Block B (Science). This second part of the translators' training increases the textual level, and it became a challenging translation process for the students. As a matter of fact, most of the scientific texts have a complicated level, with a more specific terminology that students should know in order to translate the source text efficiently.

The experience in General Translation subjects in this section could be observed in the next two fragments. The first text was obtained from renewable energy, one important topic within the environment section. Its importance and the semi-specialised lexical field were considered in order to use this text in the General Translation subject. The following fragment and its additional comments were highlighted observations in class:

La COP21, celebrada en París en 2015, marcó un antes y un después en la conciencia de la humanidad sobre las implicaciones del cambio climático. El objetivo, frenar el calentamiento global a menos de 2°C, con acciones adicionales para intentar contenerlo a 1,5°C. Lo que ocurrió es conocido; tras 4 años de negociaciones 190 países (la ONU tiene reconocidos 194) se comprometieron a abrir una nueva fase de negociación internacional para acometer medidas para frenar el cambio climático.

This excerpt included more specialised terminology in General Translation subjects. Due to this fact, translation students could see, once again, the leading translation process towards a complete and wide translation road, metaphorically driving students from a general to a more specialised area. Therefore, a possible translation of this fragment could be as follows:

COP21, held in Paris in 2015, was/became a turning point in humanity/mankind consciousness on the implications of the climate change. The objective, stop the global warming below 35.6 degrees Fahrenheit with some additional actions to contain / control it at 34.7 degrees Fahrenheit. What happened is well-known. After four years of negotiations, 190 countries (UN recognises 194) were committed to open a new phase of international negotiation to take measures to stop the climate change.

This TT incorporated many observations within the translation field. Firstly, the use of collocations in both languages (celebrar una reunión – to hold a meeting, comprometerse a – to be committed to, acometer medidas – to take measures, among others) made students feel conscious about the use of these common structures in both general and specialised translations.

Moreover, we could highlight other translation techniques, such as amplification (conversion from degrees Celsius into Fahrenheit) or idiomatic expressions, such as to be or become a turning point. Thanks to this text, students could naturalise their translation from the ST into the TT. Finally, the use of English acronyms in most of the source texts is another important fact within the translation classrooms, as it happened with the film example in Block A.

The next fragment is from a topic related to technology. This fragment includes many specialised and semi-specialised terminology that, once again, prepared translation students for further studies:

Las ventas de coches con motor de combustión están cayendo desde 2017 en todo el mundo, sin embargo, los coches eléctricos son la excepción, y sus ventas se han duplicado en el mismo periodo. Según datos de la ONU, en 2050 el 65% de la humanidad vivirá en ciudades, donde hay un mayor acceso a oportunidades de desarrollo económico y personal.

Here we could have more translation techniques that could guide students to a transition stage between general and more specialised documents. The following version could be appropriate for the previous fragment:

Combustion engine car sales are dropping / falling worldwide since 2017. However, electric cars are exceptions and their sales have doubled in the same period. According to the UN, in / by 2050 65% of the humanity will live in cities, where there is a more access to economic and personal development opportunities.

This fragment included the equivalence of both languages, such collocations (sales are dropping or falling), compression (double, as opposed to “se han duplicado”), among others. Additionally, we could highlight the use of a syntactical calque or numberless equivalence expressions throughout the text.

The last scientific documents of Block B are related to medicine. Once again, teachers may introduce semi-specialised texts in this part of the subject. Unlike the other fragments, this part of the text combines general and specialised terminology:

Cuanto más estudiamos la evolución de las distintas especies, más nos convencemos de que la naturaleza tiene un mecanismo de autorregulación. La base de la evolución reside en la capacidad que tiene el genoma de un individuo de mutar en un momento dado. Una mutación es un cambio puntual en el ADN.

This fragment introduces more complex terminology (mutación – mutation, ADN – DNA, among others) in their General Translation subject. Students faced with new terminology in this text, thanks to which they start working on the semi-specialised area of medicine. Therefore, teachers should plan the end of Block B in order to reach two main objectives: to embrace most of the translation techniques in the classroom and used them in general and semi-specialised translations. In addition, to increase the students’ confidence in semi-specialised documents.

This methodology in translation classes incorporated many objectives that helped students identify and translate all the fragments efficiently. To start with, the introduction of an open debate during and at the end of every translation. This is an essential part in every translation class, as it improves the students’ critical views in their different translations. The cooperation of translation students in class constituted a cornerstone in their translation training. Thanks to this, our future translators may establish certain translation connections between Spanish (ST) and English (TT).

Moreover, this coordination in class was extended in more semi-specialised documents. Translation teachers should be aware of the complexities these texts may offer and establish a more specific and detailed review of the TTs. Students explained the different websites they visited, and they contributed to the accurate translation of the ST.

This coordinative debate in class was included in both blocks, so that translation students could have an overall view of the most important and frequent textual genres of both groups. In addition, the critical view coming from the students was essential in the students’ professional training to become future translators. This method focused not only on their academic training, but also in their professional commitment in translation. Similarly, their critical views was formed and evolved as the final part of the course comes to an end.

4. Results

This study shows the analysis of the textual genres of every source texts and their translation in the TT. These translation difficulties and how to solve them are widely studied in the course, with the use of the translation studies, previously mentioned.

The use of semi-specialised texts in General Translation subjects was important in the Spanish > English translation. In the case of General Translation B2 (second year of the Translation and Interpreting Studies at the Universidad Autónoma de Madrid, Spain), the teaching experience of these documents were challenging for teachers and students.

The results in class showed several points to take into consideration. First, students felt more confidence in the use of several tools and websites that helped them identify terminology. Students know how to use general dictionaries, such as Russell and Galimberti (2003), for instance. Despite these basic tools and their initial problems, their commitment to their translations was remarkable, with their weekly feedback in class that the teacher monitored and solved in order to correct their academic evolution in class.

Additionally, the General Translation students became aware of the complexities in semi-specialised texts, previously mentioned. However, this metaphorical road to translate more complex texts helped translation students identify how they could solve these problems when facing those documents. The correction of issues from their feedback gave rise to a more confident situation in class, due to the undeniable help of the translation techniques.

Therefore, the result of this study showed the importance of translation techniques, basic tools for translators. The appropriate learning and applied to the document. However, this research took a step further, as students might notice the importance of translation tools in general and semi-specialised texts. The analysis of students in General Translation classrooms reported many characteristics that could be summarised in the following points:

- To observe the initial lack of confidence of Translation students.
- To analyse possible translation issues in general and semi-specialised texts.
- To monitor many textual genres in the source texts and their translations in the target texts.
- To solve the previous issues with translation tools, previously studied.
- To compile overall conclusions that may help general and semi-specialised translations.

Thanks to all these observations that resulted from this study, the analysis of this transition from general to semi-specialised translations was essential for the professional development of future translators.

The initial lack of knowledge was a normal starting point in most of the translation subjects. Daily and weekly tasks were monitored the evolution of their translation improvement in both general and semi-specialised texts. Their main concerns were the complexity of the terminology and how to apply the translation techniques to these general and semi-specialised documents.

Consequently, translation students, once they had been monitored, remarked this complexity, within the lexical field, of these semi-specialised documents. Additionally, this study found the most usual problems as well as the most frequent translation techniques, summarised in the following chart, with their summary in the source text (ST) and target text (TT):

Table 1. Main issues and solutions

Problems	Solution
Long sentences (ST)	Split into more sentences (TT)
Complex terminology (ST)	Check specialized websites and glossaries (TT)
Lack of Translation technique knowledge (ST)	Continuous monitoring from the teacher (TT)

Therefore, translation teachers monitored and compiled these problems and established a problem-solving environment in their translation classes.

The teaching of general and semi-specialised translations had additional problems among the students. To start with, the complexities, previously mentioned, are remarkable in the translation of these documents. The initial lack of confidence of Translation students to translate from Spanish into English becomes more noticeable in the case of semi-specialised texts. The complexity within the lexical and syntactical fields are important results of the methodological approach of this study. Due to this fact, students were aware of these translation issues in general and more specialised texts.

Secondly, these complex semi-specialised texts and their translation have evolved during the course. The normal evolution of the texts and their target translations and a final feedback from our translation students have been analysed during the course. Owing to this fact, students observe the usual translation patterns and establish certain translation procedures in order to reach an accurate target text in general and semi-specialised documents.

Thirdly, the direct consequence of this translation process and the translation pattern from these translations is the awareness of their translation knowledge, their lack of specialised terminology and the correct use of translation techniques in the case of general and specialised translations. This methodology was included in the translation class with the teacher’s commitment to an accurate teaching of translation in both translation areas: general and specialised translations.

Consequently, the methodology was adapted to the level of the classroom. Due to the lexical expertise needed in semi-specialised translations, teaching these translations helped the complete understanding of a fact: the importance of having a gradual training within the Translation and Interpreting studies. Students therefore explored some logical and practical consequences of these translations: the necessary use of semi-specialised text, divided into two sections (but with the possibility of adapting it to the students’ needs), which implied a subsequent application of translation tools that increase their autonomy and confidence in their academic training.

5. Discussion

According to the results, this translation research reveals many implications that translation teachers should consider when planning their translation lessons.

First, the importance of their English and Spanish levels in our Translation and Interpreting degree. Due to this fact, translation teachers should consider the level in class. Their knowledge is advanced in general English, with a good command of the English language. Teachers should monitor their class initially before they adapt their class to the students’ needs.

However, this study finds certain limitations that teachers should implement in their classrooms. First of all, the introduction of semi-specialised texts is a perfect way to include and teach translation students certain textual genres that lead them towards specialised translations. Undeniably, their specialised knowledge of certain topics needs to be overseen and monitored throughout the course. Thanks to this fact, translation teachers should be committed to the initial and further development of this translation corpus.

Consequently, translation teachers need to plan their road to specialised translations carefully. As it has been previously stated, the increasing level of texts improves students' awareness and use of translation tools as their translation learning continues. The wide compilation of texts is decisive in the translation training of the students. Thanks to these texts, teachers may pave their students' improvement of their translation skills under their teacher's academic guidance.

Therefore, these semi-specialised texts should have an intermediate level. That is, the documents should have more complexities than general translation texts, whose lexical and syntactical levels are low-intermediate. These source texts triggered some problems in the classroom that should be considered within these translation subjects. In the case of the General Translation, students were aware of the complexity of these documents, both lexically and syntactically, which resulted in a more strenuous work in the classroom.

However, these demanding translations led both students and teachers on a translation road to reach some advantages. First, the importance of the awareness that, once again, makes translation students conscious of the huge variety of textual genres they may deal with in their professional field. Additionally, their own mistakes and the subsequent teacher's feedback are essential in their translation learning. Students comment, give critical opinions, and correct their target texts in class.

What is more, this learning process is twofold: their learning of specialised topics, previous stage to more complex documents that students will practice in class in the next courses. Students observe, analyse, and solve their translation issues under the teacher's guidance in and out of the class. In addition, students become acquainted with the translation techniques, taught at the beginning of the General Translation class, and applied to semi-specialised documents.

Due to these two observations, teachers may turn certain limitations, that is the complexity and the problem-solving of their translation, into advantages within the classroom. Students could interpret these issues and how they could tackle with them by using the translation techniques in a cooperative environment.

These results could develop some recommendations in translation classrooms. Firstly, the correct and appropriate use of dictionaries, official websites, general and specialised glossaries and dictionaries, and further theoretical comments from translation experts. Secondly, the development of their professional expertise that would help them identify, organise, and monitor problems in their translations in order to learn general patterns that may help them in their transition from the source to the target text.

6. Conclusions

This study concludes the importance of teaching semi-specialised texts within general translation subjects in the Translation and Interpreting degree. As opposed to general topics that are widely taught in general translation subjects, semi-specialised source texts (STs) demand a more precise use of translation techniques in these documents. Due to this fact, the main observation of this analysis

The main conclusions of this study may be summarised as follows: firstly, the importance of a translation process with an increasing complexity of texts. In addition to this, the work of translations in class makes future translators aware of specialised texts and how translators may encounter their initial source texts in specialised documents, mainly scientific, technical, and legal texts.

Another main consequence of this study is the introductory ground to the specialised translations they will work in the following courses of the degree. This research provides with a theoretical and practical field to incorporate it to other translation subjects, so that students are conscious of the variety of textual genres and complexities. Additionally, they may combine these features with the general and more specialised texts in order to have an accurate target text.

Finally, translation students will observe the importance of these two large fields of study, namely general and specialised, essential in their translation studies and main source of information for their professional career. Additionally, the development of their critical view in their translation in order to analyse and create a general overview of how to deal with many frequent problems in general and semi-specialised texts.

To sum up, translation students find, as the title suggests, an endless but challenging source of valuable part of their learning in the translation process. The correct use of general and specialised documents increase their professional acquisition of new linguistic abilities in the translation process. Thanks to the translation patterns that students learn in this study, they can find solutions in the demanding word of translation.

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